

**Regional Meetings of the Academic Review Commission (ASRC)**  
**Focusing Questions/Topics**  
**October 2015**

Region: \_\_\_\_\_ Meeting Location: \_\_\_\_\_  
Grade Level and Content Area: \_\_\_\_\_

**CLARITY AND FOCUS**

1. Provide one standard in which the instructional focus (or objective) is clearly communicated.

2. Provide one standard in which the instructional focus (or objective) is NOT clearly communicated. Underline the parts that need clarification.

3. A common concern of teachers is that several standards contain multiple tasks. In other words, the standard is *task intense*. Very

briefly describe how you instruct and assess a standard that contains multiple learning tasks/expectations.

**CCSS Example: Literacy RL 8.2**

*Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*

**INSTRUCTIONAL TIME MANGEMENT**

4. Select five statements with which you mostly agree.

- \_\_\_\_\_ I spend considerable time trying to interpret the standards.
- \_\_\_\_\_ I spend considerable time searching for aligned resources, including current textbooks.
- \_\_\_\_\_ I spend considerable time simplifying the standards.
- \_\_\_\_\_ Instructional time management is my strength.
- \_\_\_\_\_ Instructional time management is not among my strengths.
- \_\_\_\_\_ I often feel rushed to cover the standards.
- \_\_\_\_\_ The master schedule provides sufficient time to cover the standards.
- \_\_\_\_\_ I have very few problems covering the standards.
- \_\_\_\_\_ The principal pays attention to rigorous standards and and the need for adequate instructional time.
- \_\_\_\_\_ The district pacing guide is my best tool for gauging standards coverage.
- \_\_\_\_\_ The complexity of the standards makes it difficult to plan daily instruction.

Comments:

**SCOPE AND SEQUENCE**

In the field of standards and curriculum, *scope* is a term that refers to the skills, content, and/or bodies of knowledge that span a given period of time, or apply to a particular age and/or grade level. Used in conjunction with *scope*, the term, *sequence* refers to the ordering/prioritizing of skills, content, and/or bodies of knowledge.

In short, *scope and sequence* bring order to the delivery of content. Conversely, failing to consider scope and sequence results in haphazard teaching, causing students to miss essential skills and information on which grade-level progression depends.

5. Provide one standard that is within the developmental scope of the students whom you teach. In other words, the standard is developmentally appropriate.

6. Provide one standard that exceeds the developmental scope (i.e., developmentally inappropriate) of the students whom you teach. Underline the parts that concern you.

7. How do you resolve *scope and sequence* problems?

8. Offer one suggestion for ensuring rigorous standards.

### **Instructional Resources**

9. To what extent do you utilize NCDPI resources (e.g., unpacking documents, curriculum webinars, etc.)?

- A. Frequently
- B. Occasionally
- C. Seldom
- D. I would like to obtain information on these resources.

10. To what extent do you utilize district-level resources (e.g., lesson planning information, curriculum manuals, pacing guides, etc.)?

- A. Frequently
- B. Occasionally
- C. Seldom
- D. I would like to obtain information on these resources.

### **ELA Specific**

11. Regarding the writing standards, select three statements with which you mostly agree.

- \_\_\_\_\_ The standards help me plan effective lessons and activities.
- \_\_\_\_\_ I have difficulty understanding the standards.
- \_\_\_\_\_ I have little time to instruct the standards.
- \_\_\_\_\_ Having additional information about the standards is of interest to me.
- \_\_\_\_\_ Students would benefit from daily and direct skills-based writing instruction.
- \_\_\_\_\_ Content integration is the way I instruct the writing standards.

Comments:

12. Select three statements with which you mostly agree.

- \_\_\_\_\_ The standards expose my students to a balanced variety of reading material (e.g., information literary non-fiction, literary fiction, etc.).
- \_\_\_\_\_ The standards are too restrictive in terms informational vs. literature.
- \_\_\_\_\_ I make adjustments based on the needs and interests of my students.
- \_\_\_\_\_ ELA standards should recommend reading genres at each grade level.
- \_\_\_\_\_ Decisions about reading genres should rest with the school and the school system.

Comments:

13. List three concerns that parents often share with you about the ELA curriculum.

- A.
- B.
- C.

#### **Mathematics Specific**

14. Identify three implementation challenges that need an immediate solution.

- A.
- B.
- C.

15. List three concerns that parents often share with you about the math curriculum.

- A.
- B.
- C.

#### **General Items**

16. Considering that several steps may need to be taken to improve the NC standards and their implementation. What is the most significant step that can be taken right now?

17. Please comment on any instructional resource constraints that should be considered as part of the ASRC recommendations.

**THANK YOU FOR RESPONDING TO THESE QUESTIONS.**